**WHERETO Framework**

**While looking at each letter, consider perspective of the LEARNER.**

**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

I will help students know what they will be learning by displaying different examples of prominent contributions such as: art pieces, literature/poetry and music of the Harlem Renaissance era all around the classroom. This information is worth learning because it will show students the importance of overcoming adversity through creative expression. Students learning will be evident through oral presentations (classroom museum exhibit), class discussion and reflective writings. The oral group presentations will take place at the end of the week (Group 1&2: Art/artist, Group 3&4: Music/musician, Group 5&6: Poetry/Poet). The reflective writing will take place throughout the week. I will evaluate students’ performances by creating a rubric that they will have a copy of.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

In order the hook students to what they will be learning, I will ask them if they have ever heard of the Harlem Renaissance before. I will then show them a piece of art and ask what comes to their mind when they see it. I will also play a song during that time and ask if they know what genre is that piece of music from? A poem will also be read to the class. I will then explain to them that after World War I, African Americans moved north to escape oppression in the south. Many of them moved to New York and that is where the Harlem Renaissance was born. African Americans expressed themselves freely through what I have presented and much more. During this time, students are allowed to ask questions they might have about what we will be learning.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

Students will have access to computers and internet. Since they will be placed in groups, they will be able to engage in peer discussion. Everyone in the group will research their particular segment and also put their own thoughts and feelings about what they found interesting. I also want each group to answer how they think that their particular segment influenced that of today. This will help them deepen their understanding if they have to take something that happened in the past and relate them to the things of today.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

Open class discussion is how I plan to encourage my students to not only think about what they are learning, but retain what they are learning. I want us to try to collectively answer any questions that may come up about the lesson, and if one cannot be answered right then, I will allow students to find that answer by researching it and then sharing with the class.

**E= How will I promote students' self evaluation and reflection?**

Students will be allowed 15 minutes to write down something they have learned (as many as they want), something that they want to learn (as many as they want) and additional questions that they may have for me in their reflective journals.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

Students will be placed in groups; each student in that group is responsible for contributing information for their oral presentations. (students will also have an example(s) of their particular segment, i.e., show pictures, play a piece of music, read some poetry etc.) Although they are given a rubric to help them stay on track, if there’s additional information that they want to share, they are allowed to do so.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

I will have a schedule written on the board so everyone, including myself, will be aware of what we will be doing and how much time we have to do these things. Staying on schedule, while having a little wiggle room, will keep everyone on track and maximize engaging and effective learning.

Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe. Pages 120-127.